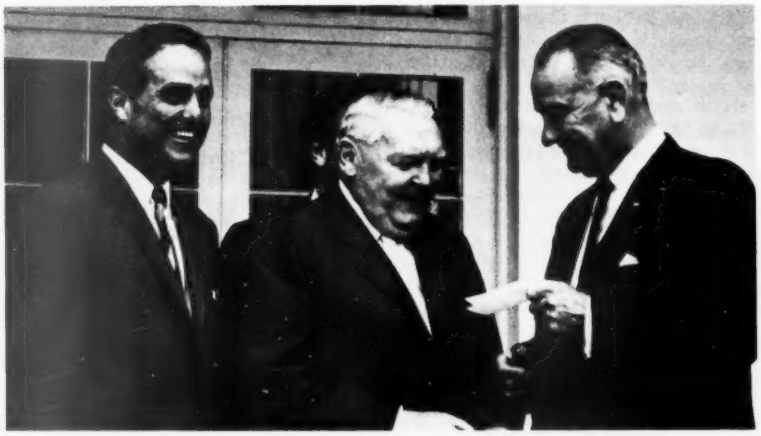
PEACE CORPS Volunteer

JULY, 1964
VOL. 2, NO. 9
Washington, D.C. 20525



ISVS Gets Bonn Pledge

During a U.S. visit in June, German Chancellor Ludwig Erhard announced Bonn support of the International Secretariat for Volunteer Service, including a $50,000 pledge for ISVS activities. At the White House, Chancellor Erhard (center) shows President Johnson a copy of the pledge, as Peace Corps Director Sargent Shriver (left), who also serves as U.S. correspondent of the secretariat, looks on. Argentina, Denmark, Israel, the Netherlands, Norway, the Philippines, and the U.S. are also contributing personnel or financial support this year to ISVS, which promotes volunteer-service programs around the world.

Volunteers Who Extend For Full Year May Take Additional Month's Leave

Volunteers who extend their service a full year overseas may now take 30 days of leave in addition to their regular leave.

The new policy is aimed at encouraging Volunteers whose continued service is desired by the host country to serve an additional year. The 30-day special leave must be taken after the end of the Volunteer's first term of service and before the beginning of his year of extended service.

Volunteers on special leave may travel to their U.S. homes or to any point in the world other than the Sino-Soviet Bloc. The Peace Corps will pay half the economy-class travel costs, but not more than half the cost of economy-class jet transportation from the host country to the Volunteer's U.S. home, and return.

Host countries may pay the other half of the Volunteer's special-leave travel, or the Volunteer may draw against his accumulated readjustment allowance to cover the costs of his transportation.

Further information about special-leave policy, and about extension policy in general, may be obtained from Representatives and other field staff members.

Jamaica Sets Scholarship

The government of Jamaica has established a research scholarship at the University of the West Indies for a former Peace Corps Volunteer.

The award, to be called the John F. Kennedy Scholarship, will go to a Volunteer who has served in Jamaica. Announcement of the scholarship was made recently by Edward Seaga, Jamaican minister of development and welfare.

Ex-Volunteers Wanted to Staff Youth Centers

The Department of Labor is looking for returning Volunteers to help staff a proposed nationwide network of Youth Opportunity Centers.

Youth Opportunity Centers would be established to train and to help obtain employment for the estimated 1,200,000 young people out of school and out of work. The centers would also focus on the 5,500,000 youths in families which have less than $3000 annual income, and on the 1,500,000 men likely to be rejected by the armed forces when called up next year by Selective Service.

The Department of Labor is asking Congress for $38 million to support the centers, which would be administered by the Federal-State Employment System. The centers are not a part of the Administration's proposed anti-poverty program now being considered by Congress. That legislation, if approved by Congress, would provide additional projects to which unskilled, uneducated young people could be referred by the Youth Opportunity Centers for help.

Centers would be established in 105 cities, with at least one in every state. They would be located in neighborhoods where large numbers of disadvantaged young people live.

Immediate goal of the Department of Labor is to recruit 2000 youth advisers and counselor aides, who will undergo a concentrated training course this summer.

"The centers will be in a very real sense historic field posts in the war against poverty," Secretary of Labor W. Willard Wirtz has said. "But without troops even this war we all welcome cannot be won. Our chief concern is and must be to recruit an able and dedicated staff.

(Continued on page 2)

LIBERIA

A special section on Peace Corps Volunteer teachers and public administrators working in Liberia begins on page 8.

On Use of the Booklocker

Volunteer Offers Guidance For Tongue-tied Colleagues

Volunteer Hiram Woodward (Owings Mills, Md.) is a 1962 graduate of Harvard College, with a B.A. in fine arts. He was assistant director of a Boston art gallery for two years while attending college. The following is reprinted from **The Thailand Peace Corps Journal.**

By Hiram Woodward

The Peace Corps medical kit comes with a guide, and each Volunteer's responsibility for his health is well-covered during training.

The Peace Corps booklocker, on the other hand, arrived recently with no guide at all. Nor was anything said during training about its proper use.

To help Volunteers in the absence of official guidance, the *Journal* offers a sample dialogue between a Host Country National and a Volunteer who is using his booklocker to maximum effect.

Host Country National: Where are you going?

PCV: I'm glad you asked. As Martin Luther King, Jr., put it, "Where do we go from here . . . Are we caught in a social and political impasse . . . ?" (*Stride Toward Freedom*, p. 153) Or, as Homer replied, in his well-known work, *The Odyssey*, "I will go down to Hades and shine among the dead." (p. 163)

HCN: Yes.

PCV: On the other hand I also hear the response of James Fenimore Cooper, "Hoot, hoot, lad, you are going mad like all the rest of them." (*The Pathfinder*, p. 155)

HCN: That's a good point. Uh, where are you going?

PCV: Frankly, my answer is one with Thomas J. Pepe's, namely, "To Ann With Love." (*Free and Inexpensive Educational Aids*, p. v)

HCN: Where have you been?

PCV: "I'm no one in particular. I'm from Jamaica. I collect shells." (*Doctor No*, p. 71) Or would you like my answer in song? "I come down the mountainside, I give my horn a blow." (*Burl Ives Songbook*, p. 167)

HCN: What mountain?

PCV: What horn, you mean.

HCN: Watch it.

PCV: Oh yes, you asked me where I've been. "I've been to my sweetheart's mother." (*Ibid.*, p. 58)

HCN: Sweet old lady.

PCV: One of the best. "The little dimpled hands"—the rest is coming back to me—"the little rectangular feet: eight fingers, eight toes." (*6th Annual Edition, The Year's Best S-F*, p. 59)

HCN: How do you like our food?

PCV: As Robinson Crusoe said, "Not only agreeable, but medicinal, wholesome, nourishing, and refreshing to the last degree." (p. 134)

HCN: And our national dish?

PCV: "It had, in fact, a sort of mixed flavor of cherry tart, custard, pineapple, roast turkey, toffy, and hot buttered toast." (*Alice in Wonderland*, p. 22)

HCN: How do you like teaching English as a foreign language?

PCV: "Three blue dim, perpendicular lines floating in a nameless yeast. A boggy, soggy, squitchy picture truly. . . ."

HCN: What's that?

PCV: Oh nothing, just something from a book I once read. (*Moby Dick*, p. 37)

HCN: Let's get back to food. Do you like the peppers?

PCV: Yes, especially one passage: "No man can be a competent legislator who does not add to an upright intention and a sound judgment a certain degree of knowledge on which he is to legislate."

HCN: There must be some misunderstanding, I said *peppers*.

PCV: Sorry, I thought you meant *The Federalist Papers* (p. 332). Peppers, yes. I like all food. Beets, too.

HCN: Beets?

PCV: "Why beets? and why *not* beets?" as James Beard once wrote. (*James Beard Cookbook*, p. 441) "Without beets there would be no red flannel hash, no New England boiled dinner, no borsht."

HCN: Whew, beats me.

PCV: Ha. That's very good. Here's one for you: "It's a wise crack that knows its own father." Bet you don't know who said that.

HCN: Wasn't it Raymond Clapper, 1892-1945?

PCV: Why, yes it was. You certainly know your *Bartlett's Familiar Quotations* (p. 77).

HCN: Do you miss your home?

PCV: "No." (*The American*, p. 122)

HCN: Do you know Elvis Presley?

PCV: "Certainly not." (*Dialogues of Plato*, p. 253)

HCN: You'll be leaving soon. How do you feel?

PCV: "I am poor and old and blind; the sun burns me, and the wind blows through the city gate, and covers me with dust. . . ." (*Longfellow*, p. 75) "Mrs. Wickett, you might bring me a cup of tea before prep, will you?" (*Goodbye, Mr. Chips*, p. 1)

Murray W. Frank

Africa Field Officer Now in Washington

Murray W. Frank, Peace Corps Field Officer in the Western Region of Nigeria for 2½ years, assumed duties in June as Deputy Director of the Division of Volunteer Support.

Frank will work with Padraic Kennedy, Director of Volunteer Support. The Deputy Director's position had been vacant since July, 1963. The Division has responsibility for orientation of Peace Corps trainees, for conducting completion-of-service conferences, and for the Career Information Service, in addition to offering administrative support to Volunteers overseas and publishing THE VOLUNTEER.

One of the first field-staff members selected by the Peace Corps, Frank came to the agency in August, 1961, after serving for four years as director of a Chicago settlement house where he managed a social-work program for a neighborhood of 30,000 people. From 1954 to 1958 he was assistant director of a Jewish community center at Brockton, Mass.

Frank holds a bachelor's degree in psychology, granted in 1951 by New York University, and a master's degree in social-group work, awarded in 1954 by the School of Social Work, Columbia University. He served in the Pacific with the Army Air Forces from 1944 to 1947. He is married and has two children.

Youth Opportunity Centers

(Continued from page 1)

"A primary requisite is a very real interest and motivation in becoming a part of this challenging effort, working on a person-to-person basis with young people, reaching out to them to aid them in their preparation for employment," Wirtz said.

Returning Volunteers interested in working with the Youth Opportunity Centers will find more information on page 23, under Career Opportunities.

'Letters From Peace Corps' Is Offered by Publisher

A collection of letters from Peace Corps Volunteers was issued in June by a Washington, D. C., publisher.

The 135-page book, entitled *Letters From the Peace Corps,* was edited by Iris Luce, wife of publisher Robert B. Luce, whose firm also produces *The New Republic* magazine.

Mrs. Luce, with the co-operation of Peace Corps officials in Washington, obtained her material largely from the files of the Information Center, in the Division of Volunteer Support. Permission to quote from letters was obtained from 28 Volunteers, whose names are carried on an acknowledgment page. The letters themselves are not attributed, other than to the country of origin.

In her introduction, Mrs. Luce says: "The letters are an inspiring and remarkable collection. They have the freshness of discovery and the immediacy that comes from daily personal contact with the living conditions, the economic conditions, and the people of other societies far different from our own. In them, we believe, you will see a spirit of pioneering accomplishment on the part of these Volunteers that should be a source of great pride to all Americans."

Included are excerpts from letters of application, such as the person who wrote:

"I want to work for something I feel is important to mankind and not just 'putting in my eight hours' as I am now doing."

In a chapter on "Training for the Job Ahead," one Volunteer wrote home:

"You might be wondering just what kind of people become engaged in an endeavor of this nature. My impression is that the Volunteers are both realistic and idealistic: realistic in the sense that they are aware of the inherent danger in the world situation today and have a deep conviction that Americans must *live* the ideals which they have preached for so long—peace, freedom, equality, individual worth, and human brotherhood; idealistic in their belief and hope that through contributing two years of their life they can assist in some small way in the ultimate realization of these ideals for all mankind."

Another Volunteer said: "Don't expect training to be the final answer, do not become discouraged, and do what you can to make it better and conserve a personably positive attitude. In general, training is better than you think it is while you are undergoing it."

On the problems of language, a Volunteer wrote from Chile:

"At present, I cannot discuss anything of much depth because I cannot really speak that well, but slowly and surely it is coming to me. Sometimes now I catch myself thinking in Spanish and realizing that I've just said something to Keith in Spanish when it was supposed to be said in English—or wake up in the morning and realize my first thought is in Spanish."

A Volunteer in the Philippines finished a letter with this biting comment:

"The mosquitoes are getting me and I must end abruptly."

On the value of being a Volunteer, a community-development worker in Colombia wrote:

"In this year and one-half away from the United States, I have developed a fuller view of life, a stronger pride in what our country stands for, a firmer belief in the necessity of a self-help form of foreign aid, and a deeper determination to serve my country further when I return."

And of the qualities necessary for success, a girl in the Philippines said:

"In my opinion, among the main prerequisites for a successful Peace Corps Volunteer are: a love of people, courage to try anything once, and a sense of humor."

Scholarship Fund Established by Sahara Hitchhikers

Five women Volunteers in Liberia who hitchhiked 4000 miles across the Sahara early this year [THE VOLUNTEER, May, 1964] have established a Peace Corps Scholarship Fund from the money paid them for their story by a national magazine.

The five—Barbara Doutrich (Kirkland, Wash.), Barbara Kral (San Lorenzo, Cal.), Geraldine Markos (McKeesport, Pa.), Barbara Prikkel (The Bronx, N.Y.), and Evelyn Vough (Scottsdale, Pa.)—received $5000 from *Life* after pictures of their trek and a story written by them appeared in the publication.

The scholarship fund will provide two-year scholarships for Liberian teachers so they can obtain teacher certification at Liberian colleges and the University of Liberia. While working for certification, the teachers will be relieved by Peace Corps Volunteers.

Contributions to the scholarship fund have also been made by Sargent Shriver, Peace Corps Director, who donated funds received as an honorarium from Temple University, and by David Pearson, Deputy Director of the Peace Corps' Office of Public Information, who presented an honorarium received from the magazine *Our Sunday Visitor.*

John Muth (Pompano Beach, Fla.), a Volunteer math teacher, stands with his Malayan bride, Azizah binte Hassan, in front of their house at Pokok Assam, north of Kuala Lumpur near Taiping on Malaya's west coast. Married last December in Muslim ritual, Muth has taken the name Aziz bin Abdullah, following Islamic custom.

Is It 'Peace Corps' in the City?

Eugene Paslov (El Segundo, Cal.) holds a B.A. degree in English from Long Beach (Cal.) State College, granted in 1960. He served as a flight-line mechanic and flight engineer in the Air Force from 1951 to 1956, and taught American literature to eleventh-graders at a Long Beach high school for two years before he joined the Peace Corps. On June 20 in Istanbul, he married Volunteer Susan Garlick (Milwaukee, Wis.).

By Eugene Paslov

When I first arrived in Turkey last September, I was assigned to Odemis, a town of 25,000 located 65 miles inland from the west coast city of Izmir. I taught English in the local public secondary school, junior high school, and a boys' technical school. My classes ranged from 50 to 80 students and were conducted in classrooms that were too small, poorly lighted and poorly heated.

My roommate, Tom Malloy (New Hyde Park, N.Y.), and I had only a small wood-burning stove in our house to keep us warm on cold winter nights. For the first few weeks we could only communicate with three or four people in the entire town because we knew just enough Turkish to order *kuzu* (lamb) in the town's single restaurant. In addition to our 23 hours a week of regular teaching, we taught adult night classes twice a week. We also spent a great deal of time exploring the community, learning about local customs, and using our best Anglo-Saxon English when we encountered the problems of manipulating a Turkish toilet.

In February of this year, at my request, I was transferred to Ankara, the capital city. Now I live in a comfortable apartment with hot-and-cold running water, central heating, and a Western toilet. Ankara has a modern transportation system, many excellent restaurants, and good movie theaters. There is little doubt when one sees the modern skyscrapers that Ankara is an up-to-date, growing city.

I have questioned myself many times about the usefulness of having Volunteers in a city of this sort. Is it too modern? Is it too easy? Am I doing what I came over here to do? The questions are significant, especially for Volunteers throughout the world who are living and working in modern cities.

I am now working at the Middle East Technical University. Of the three universities in Ankara, METU is the newest, most progressive, and one of the two universities in Turkey which use English as the medium of instruction. In 1956 METU had 40 students and three teachers. When I arrived there were 2100 students and 365 teachers. The university itself is located three miles outside of the city on 12,000 acres of the Anatolian plateau. What was once barren land is now covered with seven million saplings, representing the largest forestation program in Turkey. There are modern classroom buildings with central heating and good lighting. The campus pulses with activity as new buildings go up to house the expected 200 per cent increase in school-age population within the next few years. A great deal of time, money, and effort are going into the university to train the engineers and technical specialists that Turkey and the entire Near East so desperately need.

METU's student body is composed of Turks, Pakistanis, Syrians, and Lebanese. The result of this amalgam is a great vitality and spirit throughout the school, a quality not readily apparent in most Turkish schools. In my opinion the five Volunteers now working at METU—Richard Rothwell (Bellflower, Cal.), David Long (Garden City, Mo.), Steve Allen (San Francisco), Jim Lepkowski (Gardner, Mass.), and I are engaged in one of the most dynamic educational experiments in the Near East.

I have heard some observers say that it is not "Peace Corps" unless one lives in a mud hut or the equivalent and packs in his own sleeping bag. I have heard that there is an "image" which, perforce, a Volunteer must maintain. I suspect that I might have entertained a vague concept of an "image" before I became a Volunteer. I have since concluded that there is no one kind of Volunteer any more than there is any one kind of job that a Volunteer does. I am now working at a university. It is quite different from the experience I had in Odemis, but I don't feel less a Volunteer because of it. I know that in helping to teach the university student I am imparting a body of knowledge and a way of life that will be helpful to future generations. The university graduate is a nation's future influential citizen. He will be in a position to bring changes in local education without always being told, as a foreigner is, "He is a stranger—he doesn't understand."

The Peace Corps and METU are working together to solve some of the university's pressing problems. Next year there will be five Volunteers teaching math and physics at the university proper, and 10 others assigned to the three-year-old METU preparatory school. Next September, the preparatory school will have a language laboratory, underwritten by a grant from the Ford Foundation, and a rejuvenated language program, which we have assisted in planning. There are also plans to establish a university poultry project under the supervision of a Volunteer.

Today there are 140 Volunteers in Turkey. By the end of this year there will be over 200 more, located mainly in rural areas. Volunteers are doing many different kinds of jobs, from community development to university and high-school English teaching. In each job situation the Volunteer attempts to maintain the living standard of his Turkish counterpart. Needless to say, the Volunteer living in the city is more comfortable than his colleague in the small town or village. But the real measure of a Volunteer's success is not where and how he is living; rather, it is what he is doing and the contribution he is making that are the important things.

METU students stand near temporary classroom buildings of preparatory school.

Indian Magazine Has Free Copies For Volunteers

The monthly English-language classroom magazine *Sunshine*, published in India, is again offering free sample copies to Volunteer teachers around the world, in hopes of securing regular subscriptions.

Published by the nonprofit Sunshine Foundation, the magazine is entering its second decade of service and is embarking on an expansion program. *Sunshine* was founded in 1954 by Dr. G. Stephen Krishnayya, who had been a professor of education, a superintendent of schools, president of a teachers college, and an educational attaché to the Indian embassy in Washington before beginning his publishing venture.

Sunshine, aimed at junior and senior high-school levels, was the first and is still the only school-oriented youth magazine in India. It has obtained a significant circulation outside India, and has been endorsed by African and Asian educators. Some 400 Peace Corps Volunteers in many areas, including Latin America, have already taken advantage of the magazine's offer of free sample copies, and many have entered subscriptions, according to Jaswant Krishnayya, son of the publisher and U.S. representative of the foundation.

The magazine hopes to lower its printing costs and expand its circulation by obtaining photo-typesetting equipment and an offset press, and is currently conducting a drive for funds to pay for the new machinery.

Volunteers who would like to obtain copies of the magazine may write to Jaswant Krishnayya, 888 Massachusetts Ave., Cambridge 39, Mass. The offer of free copies is limited to a three-month period. Regular subscription rate is $2 a year. The foundation's address in India is 6 Parvati Villa Road, Poona 1.

Dutch Volunteers Receive Peace Award

The first Dutch volunteers, 21 members of the Jongeren Vrijwilligers Programma who went to the African republic of Cameroon last December, have received the annual Wateler Peace Award from the Carnegie Foundation in the Netherlands for their work in rural education, agriculture, and health.

An honorarium of $8350 normally accompanies the award, which was founded by the late J. G. D. Wateler, a director of the Oranje-Nassau Mortgage Bank in The Hague, the Netherlands. The award is given alternately to Dutch and non-Dutch citizens.

Mr. and Mrs. Chester Wiggins, oldest couple to complete service as Volunteers.

Peace Corps Couple Says Age No Obstacle to Success

Age is no obstacle to becoming an effective member of the Peace Corps. As a matter of fact, Chester N. Wiggins, 67, and his wife, Barbara, 64, think it helps.

The Wigginses returned June 1 from a Peace Corps project in Arequipa, Peru. They are the oldest couple to have completed a two-year tour of duty with the Corps.

"I would recommend people like ourselves to the Peace Corps and the Peace Corps to those people," said Wiggins, for whom a rocking chair retirement holds little appeal.

The Wigginses, who rented their home in San Francisco two years ago to join the Corps, are staying with a son, Warren, an Associate Director [for Program Development and Operations] of the Corps.

The elder Wiggins said he asked his son recently if he had had qualms about their enlistment. "Never," was the reply, and Wiggins remarked, "I think he was glad to see us go."

Wiggins, plant maintenance manager for United Air Lines in San Francisco for 20 years, was a construction supervisor in a slum reclamation project in Arequipa.

His wife taught in the first free nursery school to be established in Peru.

Now they are out of the Peace Corps and headed for Cornell University to teach Corps Volunteers who will begin a project in Peru next October.

—Reprinted by permission from *The Washington Post*

A trunk for fun, slated for removal, was saved by Volunteers Myra and Bill Ilson (Brooklyn, N.Y.), elementary-school teachers in Porus, Jamaica; Myra poses with students, who use 100-year-old cotton tree trunk as recess plaything.

Championship team of northern Nigeria is the Abuja Potters, coached by Volunteer Ben Stickney Jr. (No. Miami, Fla.) here discussing strategy with team members during recent tournament.

Screen and stage star Gene Kelly visited Volunteer Suellen Fisher (Coconut Grove, Fla.) recently in Port Bouet, Ivory Coast, and helped her with milk program.

Ragged shoeshine boys, barred because of appearance in Quito, Ecuador, were aided by Volunteer Sam McPhetres (Juneau, Alaska) who got them uniforms.

Peace Corps Panorama

Home-economics instruction is offered by Volunteer Glenda Warren (standing, rear), of Ft. Bliss, Tex., to Nepalese girls at training school in Kathmandu, Nepal.

Words of advice are given Nepal trainees by Associate Justice William O. Douglas of the U.S. Supreme Court, during walk along old canal tow-path near Glen Echo, Md.

Domitable Jeep mires in mud as Volunteer Emory Tomor (Calabasas, Cal.) waits for more dependable motive power—a farmer's oxen—to free vehicle; Tomor is extension worker in southern Chile town of Galvarino.

LIBERIA *Volunteers Are Working in Afri's Ol*

Thomas Howard Emerson Quimby, Peace Corps Representative in Liberia, is a native of Michigan, born and reared in Grand Rapids. Before going overseas in 1962, he was Deputy Associate Director of Public Affairs for the Peace Corps. He joined the staff in 1961, after serving as assistant to U. S. Senator Patrick McNamara of Michigan. A 1940 graduate of Harvard College with an A.B. in philosophy, Quimby did graduate work in regional planning at Harvard before entering the Navy in 1941. He served in the Pacific and attained the rank of lieutenant commander. After the war, he became assistant counsellor for veterans at Harvard, then became traffic manager for a division of National Lead Co. at Grand Rapids. He was named director of workmen's compensation for Michigan in 1955 and held that post until 1958, when he became political assistant to G. Mennen Williams, then governor of Michigan. He is married and has two children. This summer, Quimby will go to Kenya to become Peace Corps Representative for a new teaching project to be started there.

By T. H. E. Quimby

• "Look mummy, white man." A little Kpelle boy pointed to the Volunteer moving in next door in one of the tribal areas of Monrovia. "That's not white man; that's Peace Corps," the Kpelle mother explained to her son.

• The invitation was a general one. All staff members and Volunteers were invited to a soirée at the Executive Mansion honoring all groups that had worked on the arrangements for President Tubman's inauguration. The Peace Corps was the only non-Liberian group so honored. We were included because of the musical variety show the Volunteers put on as one of the official events of the inauguration.

Each country has its illustrations of the fine way in which Peace Corps Volunteers have been accepted and become threads in the fabric of that country. The anecdotes above are two of many illustrations that could be cited to show how the 231 teachers and the 41 public administrators are working out in the Republic of Liberia, the oldest independent republic in Africa.

Like other countries in the tropical rain forest of West Africa, Liberia felt like a Turkish bath to the first group of Volunteers who arrived in August, 1962. The rainy season, which extends from late April to November, had already brought a major portion of the 200 inches of rainfall that drench the coastal plains of Liberia each year. Up country, in the three

At Cuttington College in Suacoco, 60 miles northeast of Monrovia, Jim Kean (Longmont, Col.) fires starter's pistol at track meet; he teaches at college.

Linda Foster, Suellen McAndrews, Evelyn Vough, and Susan Schoenbauer were flappers at President Tubman's inaugural.

Edward Morgan, a Volunteer from McKeesport, Pa., listens to a student recite at Monrovia High School, where he teaches.

interior provinces away from the five coastal counties, the air is drier, the rain much less. The rain forest still surrounds the openings of civilization but the elevation rises from sea level to 900, to 1200, and in some places to 3000 feet.

The 91 elementary and secondary teachers of Group I were joined in May, 1963, by 42 teachers of Group II and in September, 1963, by 113 teachers of Group III. We now are teaching in 111 schools in 69 villages and towns. The great majority of elementary schools and some of the secondary schools are day schools without the compound life found in the former colonial countries of Africa. Our teaching Volunteers are housed for the most part as the other people of the villages are housed, in mud-and-stick dwellings with corrugated metal roofs. Volunteers' houses generally can be distinguished by the presence of a high wooden platform holding several 55-gallon drums which serve as reservoir for a gravity water system. Volunteers have such other amenities as kerosene refrigerators and stoves, and because of these they fret about not fulfilling the stateside image of the Peace Corps Volunteer.

Part of Group III were 45 public administrators brought to Liberia under a project agreement with the Special Commission on Government Operations —a Liberian model of the Hoover Commission—but, unlike the Hoover Commission, charged not only with recommending government reorganization and reform but also implementing the recommendations accepted by the President and the legisature. The public administrators work in 12 government departments in a variety of jobs: assistant hospital administrator, archives clerk in the State Department, assistant to a district commissioner, assistant to a district road-maintenance engineer, assistant manager of an agricultural research center, reporter for the Liberian Information Service, and so on.

Liberia is blessed with a good supply of top-level administrators, Harvard Law degrees, and Ph.D.'s from the University of Chicago and the London School of Economics. But there is a lack of staff trained for the intermediate and lower levels of civil service. The public-administration project was designed to alleviate this lack. The assignments to which the public-administration Volunteers are posted are for the most part unstructured. This has resulted in the Volunteer's becoming a kind of bureaucratic com-

(Continued on page 15)

About the Country

Liberia is about the size of Tennessee in area and has a population of more than 1,000,000. The nation, oldest republic in Africa, was established in 1822 by former American slaves who went to the area under the sponsorship of the American Colonization Society to set up a colony for freemen from the U. S. The first group called their settlement Monrovia, in honor of President James Monroe. Today Monrovia is capital of the country, which became a republic in 1847 by mutual agreement between the society and the colony. Descendants of the early settlers and indigenous people who have been educated are called Americo-Liberians, who use English as their primary tongue and are mostly Protestants. Liberians belonging to more than 20 tribes make up the rest of the population. The government is patterned after that of the U.S., with a Senate, House of Representatives, and a President. William V. S. Tubman was elected President in 1944 and in January, 1964, was re-elected almost unanimously to a fifth term. Liberia's chief crop and main export is rubber, grown mainly on plantations started nearly 40 years ago. Liberia also annually produces more than three million tons of iron ore, rated the richest in the world. Most of Liberia's people support themselves with subsistence agriculture; crops include rice, bananas, cocoa, coffee, sugar, fibres, and kola nuts. The climate is one of the most humid in Africa; average annual rainfall is 180 inches or more along the coast, 80 to 100 inches inland. Temperatures average between 70 and 80 degrees. Liberia uses American currency as the basis of its monetary system. The official language is English, though a variety of languages and dialects is spoken.

Modern Housing, Supermarkets — Is This 'Image'?

Volunteer Joe Cashion (Belvidere, Tenn.) graduated in 1961 with a B.S. in industrial and administrative management from the University of Tennessee. He enrolled in George Washington University's program in health-care administration and in 1963 received an M.B.A. in hospital administration. The program included a year as administrative resident at the East Tennessee Baptist Hospital in Knoxville.

By Joe Cashion

Living in modern housing, working in a Western atmosphere with technically qualified professional people, having access to essential equipment, shopping for food in supermarkets as well as native markets, and relaxing along the schistosomiasis-free Atlantic coast does not fit the "Peace Corps image." This article, then, may help to dispel the myth that all Peace Corps Volunteers live alone in isolated villages, enduring hardships, teaching English to semi-literate villagers, and fighting disease.

In September, 1963, 114 teachers and 45 public administrators joined the first two groups of Volunteers in Liberia. The public-administration group is a Peace Corps pilot project—the first Volunteers requested to fill jobs within the government of a foreign nation.

Having been trained in hospital administration, I was assigned permanently to the Carrie V. Dyer Maternity Center in Monrovia as a special assistant to the

June Kowaloff and young patients at Carrie V. Dyer Maternity Center in Monrovia gather around table for African folk songs.

"Can we afford this?" Joe Cashion asks Louise Wolf as they shop for groceries in a well-stocked Monrovia supermarket.

Volunteer Whit Robinett interviews operating-room supervisor at Dyer Maternity Center, as he assists in government-wide job-classification program.

Plans for a new training center which will be constructed in front of the maternity hospital (rear) are discussed by Volunteer Cashion and Hospital Administrator John Falconer; hospital was joint project of Liberian government and U.S. Baptists.

administrator. The Peace Corps' oft-repeated advice to Volunteers, "be flexible," did not apply to me as it did some of my associates who found themselves in positions not utilizing their formal education.

My first assignment by the director general of the National Public Health Service was an administrative survey of the hospital to determine inadequacies and to point out areas where I could be of assistance. The first project has been to improve all hospital records—administrative, medical, financial, and statistical. After starting the project, I began to work for a better office in a central location, adequate lighting, good ventilation, and better equipment.

With some financial help from NPHS, the office changes came about. Improvements in records came more slowly, but they came. Many new medical and administrative forms have been designed and printed. Reporting procedures have been improved along with a tremendous reduction of palaver in all areas. Medical charts are now located with our improved indexing and filing system. Future projects include improvements in housekeeping, maintenance, diet therapy, personnel administration, and expanded hospital auxiliary projects. To make a lasting contribution, I hope to have a Liberian counterpart whom I can train as the program progresses.

I was fortunate to be assigned with Administrator John B. Falconer, an American missionary of the National Baptist Convention, who has had 17 years of experience here. He has been a great help to my understanding the problems we face.

The 143-bed hospital, catering to maternity, gynecology, and pediatric patients, was completed in 1958 as a joint project of the Liberian government and the National Baptist Convention, U.S.A. The relatively modern and well-equipped hospital has an international medical and nursing staff. The seven doctors of the staff, representing the U.S., Germany, Haiti, and Liberia, are headed by a Haitian, Dr. Sauveur Larose.

Ironically, in this developing nation there is no critical shortage of nurses as is the case in many well-developed nations. Our nursing staff of 84 consists of 51 nurses and midwives who have had professional training.

Recognizing many areas where other Volunteers could assist, I requested five part-time school-vacation projects. These were successful and now three Volunteers give their spare time on a permanent basis.

One of the part-timers, June Kowaloff (New York City), describes her job: "My afternoon teaching assignment in a government school left my mornings free to develop some type of play therapy in the pediatric ward. I work with about 25 children, ranging in age from three to 13, in a corner of a multipurpose room. Simultaneously, it is a classroom for me, an examining room for the pediatrician, a work room for nurses, and a waiting room for mothers and fretful babies. In addition to makeshift equipment, I use second-hand toys such as blocks, clay, games, and dolls for the children to work with.

"Since some children's lengthy hospital stay (average of 20 days) will necessitate missing many weeks of school work, reading and arithmetic are included with games, stories, and singing. Not only does this type of program provide many learning experiences but it also enables the children to relax and enjoy themselves."

Whit Robinett (Venice, Fla.), who teaches math and physics at morning classes in Laboratory High School of the University of Liberia, acts as an afternoon administrative assistant. Other projects he is working on include continuation of the medical-records-indexing project and records improvement. He is a great help in many ways.

Louise Wolf (Dixon, Ill.) is the third part-time helper, acting as a secretary and assistant in the administrative office. Her regular assignment is to teach 27 sixth-graders in the Afternoon Demonstration School.

Living in Monrovia has not worked hardships on us. In this progressive capital city, we have theaters, modern shopping conveniences, and household luxuries of both electricity and hot-and-cold running water.

Far from being isolated, we have excellent external transportation with at least a dozen major airlines, operating out of Robertsfield International Airport, giving direct jet service to many major cities. Modern ocean liners call in Monrovia's new free port. Internal public transportation is by taxi and bus over an ever-expanding road network.

Our Peace Corps experience has been most enjoyable here in Monrovia, and we feel we have contributed to the country with some degree of success—even though we don't square with the common image of the Volunteer in a mud hut, miles from nowhere. That "image," for whatever it's worth, could be broader.

The No. 1 Need: Food

George Haney (Havertown, Pa.) has been in Liberia since September, 1963, as a member of the first Peace Corps project in public administration. He is assigned to the Department of Agriculture in Monrovia. He has a master of business administration degree from Northwestern University, granted in 1963, and a B.S. degree in business administration from Pennsylvania State University, from which he graduated in 1962.

By George F. Haney

President William V. S. Tubman of Liberia calls it, "the nation's No. 1 priority program." The persons responsible for carrying it out are awed by the staggering task set for them. In proclaiming Operation Production, President Tubman emphasized that the foremost concern of the nation should be to become self-sufficient in food production. Peace Corps Volunteers in Liberia are making contributions to this vital program.

Operation Production demands a new concept of agriculture for Liberia. Almost all farming is carried out on the subsistence level. The staple crop, rice, is grown by the traditional bush-fallow method; the land is cleared by burning, the rice seed is "scratched" with hoes, and after the harvest the land is allowed to return to bush for seven years. In addition to rice, most villages raise greens, cassava, eddoes (taro root), peppers, and perhaps a few chickens.

In order for Liberia to decrease its food imports, production must be sufficient to feed not only the tribal villages but also the growing population of Monrovia, and the population centers developing around the booming iron mines. President Tubman has said that the current imports of rice, now amounting to 30,000 tons annually, must soon be stopped, and the demand filled domestically.

The Liberian government agency most directly concerned with Operation Production is the National Extension Service of the Department of Agriculture. It is the job of this agency to teach and encourage farmers to improve their methods in order to increase production and to market their surplus produce. The task of Extension is to change the very way of life of the farmers of the country; the Extension worker must be a patient teacher as well as a competent farmer.

Like the Co-operative Extension Service in the United States, the National Extension Service of Liberia is organized by areas. County agents throughout the country are responsible for the supervision and direction of more than 100 aides working in individual villages. The field personnel are supported by an administrative staff and technical experts based in Monrovia.

As administrative assistant to the director of the Extension Service, I am engaged in support for field personnel. Not only moral but also supervisory and logistic support is necessary for the effective operation of the Extension program. Apparently simple matters, like the lack of parts for a Jeep or the unavailability of technical material for the agents, can halt work in an entire area. To help clear some of these administrative bottlenecks, President Tubman asked the Peace Corps to place trained public administrators in positions throughout the Liberian government.

My job in the Extension Service is one which the Peace Corps terms "unstructured." That means that the job lacks a formal structure of duties. In practice, however, the job covers nearly the entire spectrum of administrative activities, from creating detailed procedures and systems to the occasionally creative, but more often routine, implementation and follow-through required to make these effective. My most recent projects have been the taking of our first inventory of field equipment, the writing of job descriptions, and the clarification of the chain of command (and reporting procedures) within the organization.

There are many job frustrations, and few "successes." Spending half of every working day chasing around Monrovia trying to get parts for an Extension Jeep or trying to buy seeds or office supplies often seem like unproductive ways for a Volunteer to spend his time. Then I

Volunteer George Haney, working on "Operation Production," discusses report with Extension Agent Victor Yates.

remember that if the agent doesn't have his Jeep or the demonstration station doesn't have seeds, the entire Extension program is retarded. So, I chase around Monrovia.

Other Volunteers helping to carry out the objectives of Operation Production are up-country teachers such as Bob Sadler (Gatesville, Tex.) and Jack Soldate (Corona, Cal.), who are leading a 4-H Club in Bopolu; Jim and Wilda Obey (Mahtomedi, Minn.), who have begun their own swamp-rice-and-poultry project in Toe Town; and George Koch (Doylestown, O.), who is trying to organize the farmers of one village into a marketing co-op so they can realize a profit on surplus produce.

Because one of the major problems of the Extension Service is an acute shortage of trained staff, Peace Corps teachers with an interest in agriculture perform valuable service in assisting Extension work in the villages where they are assigned. We expect that many more Volunteers in Liberia will soon be directly involved.

Although I had no experience in agriculture before coming to Liberia, I have become deeply involved in the whole concept of Operation Production. Though all government operations, including the work of Extension agents and aides, are hampered by a scarcity of funds, morale among many field workers is high, and changes are gradually coming about in farming methods. Agricultural development is a key to economic expansion in Liberia, and close co-operation between the Peace Corps and the National Extension Service—both in administration and in the field—is seen by the two organizations as an opportunity to speed this necessary growth.

2½ Tons of Watermelon

George Koch is from Doylestown, O. He received a bachelor-of-fine-arts degree in 1962 from Bowling Green (O.) State University. He has experience in carpentry, and is a skilled ceramist, painter, and draftsman.

By George Koch

There are no stores and only 11 huts in my Peace Corps home town of Yopea. Thus I must travel the 150 miles into Monrovia every so often to buy supplies. Every now and then, for small purchases, I take a jaunt to Zoenta five miles away, give or take a few bumps, on laterite-surfaced roads.

It was the middle of December and the start of the dry season in Liberia when Mr. Tegli, my principal, and I set out on my motorbike for Zoenta. As we rode into town, we passed the house of a farmer who had two large and inviting watermelons on display.

In town we bought our "small-small things" and then went back to inspect the watermelons. Their owner, a Mr. Massaquoi, spoke little English, but Mr. Tegli soon discovered that they both spoke Mendi, one of the 26 dialects of Liberia.

As they talked, I was able to follow only their gestures, which were pronounced. Mr. Tegli occasionally stopped to explain things to me. Mr. Massaquoi was having trouble peddling his melons. Local merchants would pay him only a fraction of what he could get for them in Monrovia. But he had no way to haul them, and he couldn't spare the time for the four-hour trip.

Impulsively, I said I would see if I could help. At that moment I had no idea of how many melons he had. He then took us around back where the melons were stacked in *kinjabs* (palm-frond baskets) inside a small mud hut. There were so many melons that I couldn't even look. I was speechless. To seal my commitment, Mr. Tegli said, "Your hand is inside." (I had given my word.)

While en route home with one 20-pound melon, I pondered ways to dispose of the melons. After dropping off Mr. Tegli, I went back along the road to hunt up some sort of transport.

Three hours later I stopped a truck. The driver and I bargained over a fare to Monrovia, where I felt I could best sell the melons. After 15 minutes, we settled on $35, plus gasoline. I told the driver I would have to return home to fetch my bag because I would have to sleep in Monrovia that night. When I returned, he had vanished, apparently having thought better of the deal.

With his principal, Mr. Tegli (left), George Koch discusses farming and marketing problems with Yopea farmers.

Lois Hirst (Miamisburg, O.) bargains with women in marketplace for plaintain, a banana-like fruit; she and her husband, Steve, teach in Tapeta, west of Monrovia near the Ivory Coast frontier; they arrived with the first group in 1962.

By that time, I wished I had kept my mouth shut in Zoenta. Then over the hill came a battered truck that looked like the *African Queen* on wheels. The truck was full and darkness was coming on, so I asked the driver if he could stop in the morning.

Surely enough, he did. We bargained and bargained, but the lowest price I could get was $50. I didn't want to lose this truck, too, so I agreed.

Some time later we drove into Zoenta and, after explaining my plan as best I could to Mr. Massaquoi, we loaded the melons and drove off. After one stop for chop (food), two stops for gas, three stops to repair a loose clutch plate, and four stops for the driver to talk to friends, we arrived in Monrovia. By that hour, all the markets were closed, and I began to think of the melons as millstones around my neck. The only place I could think of to store the melons was the Peace Corps hostel. There I found a crew of Volunteers to help unload.

Early the next morning I sold all the melons at wholesale to one of the city's new supermarkets. The quick sale of 5000 pounds of melon was a great incentive to the farmers back in Zoenta. Their custom had been to spend long hours vending their produce in the old-style marketplace.

My experiences in produce marketing have not ended. In fact, now I am embarked on a farming-and-marketing project. The farmers are working towards forming a co-operative, which should give them leverage to sell their produce at a profit.

Ka-Hell-of-a-Thank-You Job

Volunteer Paul London is from Shaker Heights, O. He went to Northwestern University and graduated in 1963 with a B.A. in philosophy.

By Paul London

Liberia's roads are particular victims of the country's rainy seasons, and a few days of heavy downpour will usually wash out a road somewhere. This was often the case with the deeply rutted 12-mile stretch connecting Toweh-town, in Liberia's Central Province, to the main road at Graie, the village where I teach.

Twice Andy Hanson (Miles, Mont.), who lives at Toweh-town, had been blocked by washouts; so he, my roommate, Bob Sherrill (Riegelwood, N.C.), and I decided to improve the road.

We carried our proposal to the paramount chief, leaning heavily on the economic advantages of an all-weather road to win his support. Liberia's Department of Public Works and Utilities approved our plan and promised us the loan of any heavy equipment not being used elsewhere.

All that remained was to convince the Peace Corps staff that this would be a valuable way to spend our 2½-month school vacation. The Peace Corps approved the project and not only allowed Gary Melick (Wantagh, N.Y.) and Dick Lemkin (Hempstead, N.Y.), public-administration Volunteers, and Bill Bablitch (Stevens Point, Wis.), a teacher, to join the project but also gave permission for two other teachers, Joan Barnes (River Forest, Ill.) and Sue Karr (Canonsburg, Pa.), to sign on as cooks.

So the gang of us trooped off armed with picks, shovels, axes, wheelbarrows, and cutlasses supplied by the Department of Public Works and Utilities. In true Peace Corps fashion, we were overequipped with enthusiasm and underequipped with know-how. We had two hours with a U.S. Agency for International Development rural-roads expert to try to remedy our shortcomings.

The plan of attack was simple. Of the 32 bridges on the road, nine were in good condition. Three needed only minor repairs, such as replanking of the roadway. The rest we planned to replace by culverts. In addition, there were many spots where water would not drain off the road surface; these needed ditches to allow the water to run off and into streams. In other spots, streams and swamps had to be cleared to permit rapid drainage.

By trial and error, we hit upon a style for the culverts. For each culvert, we used 55-gallon drums which we coated with tar after chiselling off the tops and bottoms. We laid several drums end-to-end across the stream that crossed the road, crudely sealing the joints. We then packed soil along both sides and nearly to the top of the pipeline formed by the row of drums. Next we laid a log on each side of the culvert and packed soil around them until its level reached the top of the logs. Then for the roadway over the culvert, we put down four-foot sections of 2-by-12s, three to a side, and nailed their ends into the logs. A final 15-20 inches of fill was packed over that.

Retaining wings were placed to keep the fill from eroding. The finished product was sturdy enough to support the heaviest grader and large enough to accommodate a swift flow of water.

Total expenses ran just over $500. The paramount chief levied a $3-5 road tax on all the huts in the Gio chiefdom to meet costs. Fortunately, the drums were donated by various iron-mining, rubber, and construction companies in Liberia.

The labor was not always there by choice. Although everyone in the area wanted the road, when it came time to work on it—well, that was a different story.

Many mornings we were ready to go at 6:30, only to wait for two hours for the men to gather. Other mornings we could not contain our laughter when crews showed up consisting of boys under 10 and tottering old men who

Frank Cunning (Allentown, Pa.), Lee Gilles (Elgin, Ill.), Dr. Donn Leaf, staff physician, and Bill Staab (Essex Falls, N.J.) make up barbershop quartet in a Peace Corps variety show honoring President Tubman during inaugural celebration.

looked as though they hadn't been outside their huts in 20 years.

Crews turned over every two weeks, since two weeks of labor could be contributed in lieu of the road tax. After a month, however, we retained a nucleus of good workers who stayed with us until the end.

The villagers along the way continually greeted us with a cheery and sincere *ka-zoó-oh* (*ka:* plural address; *zoó-oh: thank you*). A unique variation on this came from a friendly, wrinkled old woman who one day burst forth with a hearty *ka-hell-of-a-thank-you* and slapped her hand into ours.

At the beginning of the second month, the department sent out a grader. Momadi, the Mandingo grader-operator, kept us in a constant state of confusion with his fractured English. Once he had to curtail work until he could find a *bla wren*. We questioned him for 15 minutes, unable to determine what he wanted. Dick Lemkin tried French and discovered that what Momadi needed was a blade wrench for the grader. All in all, Momadi was a great help with his work of filling ruts and widening the road bed.

The run from Toweh-town to Graie now takes a third of the 75 minutes it used to take. But more important is that it can be used in all weather.

The rainy season is starting now, as I write this. There have been several heavy rains, and the culverts and ditches are easily handling the water. Time will tell.

Volunteer Bruce Lawhead (Spokane, Wash.), working on new accounting system, consults with manager of Telecommunications Center in Monrovia.

A Boost for Athletics

Francis Pollock is a 1962 graduate of St. Vincent College, Latrobe, Pa., with a B.A. in English. He was born and reared in Yonkers, N.Y. Editor of his college paper, he was also a columnist and sports editor of the *Home News and Times*, Yonkers, during summer vacations.

By Francis Pollock

Shortly after the first Peace Corps Volunteers arrived in Liberia two years ago, one of the leading newspapers, after extending a hearty welcome, asked, "Why doesn't the Peace Corps send some coaches for our youngsters?"

Today, the Peace Corps in Liberia probably has as many Volunteer coaches as any other nation, yet among the 200 or so Volunteers serving here, not a single coach, as such, has been brought in.

Helping to create the remarkable "sports revolution" occurring within the past year, more than one-fourth of the Liberia-based Volunteers are now devoting spare time to coaching thousands of youngsters in soccer, basketball, volleyball, track, and swimming.

No one seems to know why the young men and women in this Tennessee-sized country are suddenly engaging in sports as they never have before. But whatever the reason, Liberia may soon be making its mark in the world of African sports.

One of the sports where Volunteers have left their imprint is basketball: courts are now appearing all over Liberia, and the youngsters are taking to it with the same enthusiasm they have for soccer, hitherto the national sport. Equipment is scarce, but some ingenious boys are using, in place of basketballs and rims, soccer balls and sections of oil drums nailed to backboards.

Hundreds of new players have progressed so rapidly that at least one college in the United States has offered a full scholarship to one of Liberia's players, marking the first time that a Liberian student will attend college in America on an athletic scholarship.

Volunteer Andy Hanson of Miles City, Mont., started a program in volleyball and has developed the national team so well that it would have little trouble competing with American college squads. Yet the national team here is composed of high-school players.

Peace Corps Volunteers were sent to the African Friendship Games in Dakar, Senegal, last year as coaches of the national track-and-field, volleyball, and basketball teams, and it is likely that they will be asked to coach at least two teams for the Pan-African Games in Congo-Brazzaville next year.

Observing the interest that Liberia Volunteers had in athletics, Peace Corps Representative Thomas Quimby arranged for the transfer of two Volunteer teachers to the Bureau of Physical Education last year: one was to help administer the first nation-wide school athletics program, and the other was to develop opportunities for girls in sports.

In the past, only a handful of schools, most of them around Monrovia, participated in a sports league, but now a strong effort is being exerted to bring as many of Liberia's 700-plus schools into organized competition in major sports.

Volunteers and Liberian teachers are working hand-in-hand to develop a sound program, and interest is high. To participate in a soccer game organized through the Bureau of Physical Education, one Volunteer and his players trudged through a rain forest for a day and a half.

The director of physical education, Sylvester J. Thomas, who has been supervising the program, speaks highly of the role that Volunteers have played: "With the assistance of Volunteers, the bureau has been able to complete successfully a series of athletic meets throughout Liberia. They were a great inspiration and incentive to all the youths, and it opens up a great future for sports and athletics in the country."

With the exception of the two Volunteers assigned to the bureau, all Volunteers are primarily teachers or public administrators and secondarily coaches. Some have had coaching experience or have played on college teams in the United States, but by and large the Volunteer now coaching in Liberia rates higher on enthusiasm than on experience.

When asked to enter a team from her school in the national track championships, Sue Schoenbauer of Jordan, Minn., first replied that she couldn't coach a team because she had never even seen a track meet, and none of the other teachers at the school was interested. Nevertheless, she tried, and much to her surprise, one of her students emerged as the fastest miler in Liberia.

The problems involved in school sports are big ones: transportation costs for a game may have to be met by students' penny contributions for several weeks prior to a game; communications are not reliable, and on one occasion, an up-country school discovered that it had been supposed to participate in a track meet at a nearby town—three weeks earlier; equipment is not always available, and that which is found is expensive and of unreliable quality.

Despite these problems, the first step has been taken, and those of us participating in the program, are hoping that we can continue to contribute in our inexperienced but enthusiastic ways to the future of Liberian school sports.

Paradise at River Cess

Eric Broudy (East Norwalk, Conn.) graduated in 1962 with a B.A. in English from Trinity College, Hartford, Conn. He studied for a year at the University of Edinburgh in Scotland, and before joining the Peace Corps was a first-year student at Yale Law School.

By Eric Broudy

The first words I ever heard about River Cess were "accessible only by surf-boat or air." A surf-boat is an open rowboat about 35 feet long, convertible to sail after clearing the shoals, and is used for hauling palm nuts, *piassava,* and other goods to and from Monrovia. Inside the vessel sit about 12 husky men who row to the rhythm of a chant, not unlike the Cambridge crew.

The second words I heard about River Cess didn't strike me until I was assigned there on Oct. 1, 1963. These words were all various synonyms for "poor chap" and "bloody awful." Undaunted, my new roommate and I moved in to relieve a married couple who had already spent a year there.

River Cess is a small village on the coast of Liberia, about midway between Monrovia and the frontier of Ivory Coast. Inhabited mainly by Bassa, Kru, and Fanti people, it lies on a low peninsula at the junction of the Cess River and the Atlantic Ocean. During the past few decades, the sea has been nibbling away at the sandy shores of River Cess, threatening to inundate it. No one, however, seems very concerned about building a sea wall. River Cess is not a budding metropolis, but there is one road which winds about 20 miles up the coast towards Monrovia. Highway officials have been talking for eight or more years of completing the road, thus bringing in industry, tourists, and transport. But if they keep moving at the present rate, the town will be nothing but a beach when the road arrives.

I was a teacher in the River Cess elementary school for three months last year. The school was a firmly-administered little family of six teachers and 65 students ranging from primer to sixth grade. River Cess had a junior high school, too. When I was there, they had two teachers to teach the four seventh- and three ninth-graders.

Believe it or not, my first reaction to River Cess was the same as if I had been washed ashore on an island paradise. There was no contact with the outside world except on Thursdays at 11 a.m. when a DC-3 of Liberian National Airlines would squeeze onto the field to unload its human and material cargo before the masses of River Cessians who had come out for their weekly holiday.

Paradise was evident everywhere. Growing wild were grapefruit, pineapples, coconuts, oranges, and plums which could be obtained for a smile, sometimes; vegetables were available at budget rates. The evenings were the best time of day—that is, if you like magnificent sunsets accompanied by the gentle chirping of rice birds. I could look out of my second-story window towards the ocean and see coconut palms swaying in the breeze, the sky's reddish tones and pastel oranges and yellows (capturable only on postcards) as a backdrop, a few diligent Bassa people milling about, and some Fanti people mending nets. It was all very romantic.

Serenity and order, or at least organized disorder, were the essential characteristics. This, of course, was marred from time to time. For instance, the afternoon of the Black Star vs. OBS Mission football game provided an interruption. The game concluded in an hour-long melee instigated by a spectator who had been hit in the head by a booted ball. This was a peculiar end to United Nations Day, which had earlier been marked by a program emphasizing peace and equanimity throughout the world.

But River Cess's problem was certainly not violence; rather, it was one common to many other towns. There was an inertia which probably dated back to long before the founding of the country. People, on the whole, were still unaware of what it meant to be part of a nation and have community responsibilities.

The most meaningful relationships I established in River Cess were with my sixth-grade students. The children, I found, were more responsive to true friendship and understanding than were their parents. In many cases, the older generation didn't care to be understood or befriended. The children, as everywhere, were the light and hope of the village. But even the children, as they grow old enough and obtain money enough, inevitably move to a city to seek work. River Cess holds little hope for them.

Up the road, River Cess is not known as "the town," even though it is the business center of the territory; it is called "the beach." Someday, if they ever put through that promised road, then maybe things will change.

Quimby

(Continued from page 9)

munity-developer subject to all of the frustrations inherent in community development. If his imagination does not lead him into projects for the improvement of his department, he may find himself with little productive work to do. On the other hand, if his imagination is good but his supervisor is tradition-bound, he may still find his efforts thwarted. Finally, he may really be an eager beaver with an energetic supervisor, but the money required for transportation or files or paper is simply not available. Despite these hazards of frustration, the Liberians term the Peace

Chief mechanic and helpers disassemble engine at Public Utilities Authority yard in Monrovia, where 3 Volunteers work.

Steve Hirst (Miamisburg, O.) and Liberian friend play "chequers" before an interested audience in the town of Tapeta.

When Volunteer Barbara Kral (San Lorenzo, Cal.) and Sue Miller (North Manchester, Ind.) came to Bensonville in 1962, the community, located 30 miles from Monrovia, had no school building; classes were held in several old, corrugated-metal structures, such as the Methodist Church (upper left), which for 15 years housed primer through sixth grades. In May, 1963, a new community-school building was dedicated, and classes moved under one roof for the first time. Today, pupils meet in rooms such as the one at left where Grace Neuman (Brooklyn, N.Y.), who came to Bensonville in 1963, is teaching an eighth- and ninth-grade social-studies class. The three girls live nearby in a house visible at the left of the picture above; Sue Miller is walking to school with several friends.

Corps the most effective foreign assistance they have had, and the Volunteers after nine months on the job are learning the paths by which things can get done regardless of the obstacles.

With an anticipated force of 400 Volunteers by next September, the question of saturation in Liberia, a country of slightly more than one million persons, must be faced. There are 80 Volunteers in the capital, Monrovia, a city of 80,000. As in chemical compounds, the saturation point of the population depends on the solubility of the Volunteers. The political atmosphere in Liberia does not inhibit the solubility or integration of the Volunteer into Liberian society. The Volunteer is accepted exactly for what he is: an American, representing only himself in seeking to help Liberia fulfill her own national aspirations in her own way, free of the imposition of foreign ideas and methods. To keep from being an insoluble lump through the sheer mass of numbers, particularly in Monrovia, the Volunteers must and do strive to keep from coagulating in social groups.

Living in villages rather than in school compounds the Volunteers outside Monrovia have good opportunities for extracurricular projects. The three most widespread activities have been evening adult-literacy classes, development of athletic facilities and teams, and development of village libraries. The most spectacular extracurricular project has been the development of a marketing cooperative by two Volunteers, one in a rather remote village, who obtains transportation for agricultural produce, and one in Monrovia, who handles the sale of produce. Another Volunteer has stimulated cottage industries in his area, particularly the manufacture of a very sturdy cane chair, by finding customers for products.

School Buildings Completed

The Liberian school year runs from early March to mid-December, leaving a 2½-month vacation period in which to undertake substantial projects. At least five school buildings, some under construction for as long as 10 years, have now been completed by joint efforts of villagers and Peace Corps Volunteers in the past two vacation periods. Forty Volunteers taught in the six-week Vacation School conducted by the Liberian Department of Education. A farm-to-market road was built between two villages 12 miles apart. One 61-year-old Volunteer installed a rainwater system in his village capable of supplying the drinking water needs of the village through the dry season. In the beginning, good vacation projects were hard to come by. There is now a momentum which has stimulated the energy and imagination of the Volunteers.

Liberia presents interesting and challenging logistics problems to the staff. It is necessary to accumulate two or three bottles for each new Volunteer for the storage of boiled and filtered water. For the 180 Volunteers coming this September, there will be an appeal to the American community here for 540 bottles (empty).

There is no system of mail delivery in Liberia away from the coast. One room of the Peace Corps office in Monrovia is devoted to the Peace Corps mail system.

Internal communications are lacking. The Peace Corps maintains its own radio network, utilizing mission radios where they are established. Some Volunteers are in areas not available by access road. The Peace Corps staff uses a charter flying service to support these Volunteers and to transport them when emergencies require it.

Liberia is a geographically and demographically small country without a history of colonial development. For this reason it is an exciting place to work. The Volunteer seeking the fulfillment of

personal effectiveness can find it here knowing that he is working not to preserve a structure imposed from the outside but rather to develop a structure that has evolved without outside help for most of the 117 years of Liberia's independence.

One final word: From talking to the Volunteers and reading the articles they have written for this issue of THE VOLUNTEER, I know they want to shun the impression that they are heroes, capable of unique self-sacrifice, or that they have some magic by which a developing nation will become a developed nation as a result of their work. That they are not living ordinary lives will be more apparent to their friends and families back home than it is to them, the strange and unusual having become the familiar and habitual. One of the rewards of Peace Corps service, particularly for the staff observer, is the continuing realization that a civilization which worships material comfort has not completely dulled the yearning of the human spirit to prove itself outside of that civilization.

Susan Schoenbauer holds a little girl, whose sister reaches to reassure her.

The Solution to Isolation

Susan Schoenbauer is from Jordan, Minn. She is a 1963 graduate of the College of St. Benedict, St. Joseph, Minn., where she received a B.A. in English.

By Susan Schoenbauer

An old, barefoot man knocked on the door of our house. A small boy with a basket in each hand and one on his head stood near him. We gathered that they wanted to sell the baskets, but we couldn't understand a word the man was saying. James, our houseboy, sauntered over.

"James, is the man speaking Kpelle?" I asked, as if I could understand Kpelle.

James laughed. "No. He is speaking English," he said.

Embarrassed, we waited as James translated the man's English for us.

Then there was the time we invited our Liberian teachers and their wives over for American chop. I held the platter as one of my housemates oozed the spaghetti out of the only pan we owned. With perfect synchronization we both tipped at the same time, and there was our supper all over the kitchen.

Yes, there are frustrations. Some are unique to our situation here, but just as many could happen anywhere. You can't get on the phone and talk about them, so you learn what isolation means and how to deal with it. The solution for me is to keep busy, and I imagine the answer is the same for others, whether it be reading, writing, cooking, correcting papers, or catching bugs.

Our village of Arthington lies 20 miles from Monrovia, the capital. The house where I live with Linda Spradlin (Kansas City, Mo.) and Shirley Hinnant (Greensboro, N.C.) is nearly at the end of a seven-mile road off the highway. A daily market truck leaves for Monrovia at 5:30 a.m. and returns at noon. Arthington's houses are scattered along the roadside rather than collected in a huddle. A few little shops sell such items as kerosene, canned milk, and Fanta, a bottled orangeade.

Our major job is that of teaching mornings in a school, where we have 90 fourth-to-ninth graders instructed by four Liberian teachers and us three Peace Corps teachers. Since we moved into an adequate building and received textbooks, our teaching problems have dwindled. We now have individual classrooms, and our new textbooks help, even if some are American-oriented.

Our extra activities have all been centered on the school and have ranged from adult education to modern dance. Since the drop-out rate in school is high, we thought there might be interest in adult classes. So now I have five adults and one girl taking literacy classes for two hours every afternoon. Linda is trying to get a speech club working. On Thursdays Shirley conducts 90 singing students assembled on the three porches of our U-shaped school. The first edition of a school paper has just come out under Shirley's direction. On Sundays Shirley teaches the Arthington Junior Red Cross course in first-aid. My extracurricular activities deal with administrative problems. You might find me, assisted by four grass-cutters, two cutlasses, and 50 school boys, directing the clearing of a playground next to our new school.

Linda has just joined us this semester. We are sorry she missed the experience of being among the first Peace Corps teachers in Arthington, of being among the first and only foreigners, and of being part of our first incredible and incongruous projects: modern dance and coaching.

Shirley was a dance instructor in college and decided to give modern dance a try in Arthington. Ten girls came to the first meeting expecting to learn the Twist. They didn't, but they came back for more classes. The practice room was the grassless plot in front of our house. Shirley promised that there would be a dance recital. The problems were many. None of the girls knew what a recital meant, much less modern dance. Furthermore, someone always missed rehearsals. Costuming was expensive. But a recital there was.

Night Club Amateur Night

The Tropical Hut, a night club in Monrovia, has an amateur night, and its management happily accepted the dancers. Far from being professional but having a novel experience—including dancing through a number even though the music failed—they won second prize. (There were two other acts.)

Liberia was starting track as a national sport. I showed a letter I received through the Peace Corps regarding the matter to my principal. He heartily told me to go ahead and start a track team

and immediately announced it to the school. Me? I had never in my life even seen a track meet. The next thing, I was coaching a 14-boy team.

With a couple of sports manuals, a 25-foot tape measure, and a clipboard, I plunged in. We found 220 yards of semi-level road. What I lacked in know-how, the boys made up in enthusiasm. They would "tramp," as they called it (or "trot," as I called it), as much as four miles a day. We learned sprinting style from pictures in the manual.

On the day of the first meet a whole truckload of students went to watch. Our nine entries won two places: our mile runner took first place and the 440-yard man took second. At present we are practicing for the national meet.

No dramatic changes have swept over Arthington or us. How can you talk about success in the Peace Corps when it seems as if most of your free time is spent trying to get the kerosene refrigerator to make ice and sifting bugs out of the flour? After the market truck leaves town each morning, there is little to disturb the quiet in Arthington. And that is the way it will be for some time.

Pleebo Finishes a School

Dave Swanston of Pueblo, Col. attended Pueblo College, where he studied journalism, dramatics, and music. He received an associate-in-arts degree in 1962. He supported himself as a drummer in a night-club dance band while in college, and was also editor of his college newspaper.

By Dave Swanston

The principal, the faculty, and especially the students were angry. Someone had put a mark on a wall in the school, an offense that would have gone unnoticed less than two years earlier. My thoughts, oblivious to the din of the investigation, drifted back over those months, back to our first day at this school and our first day as Peace Corps teachers.

Amos Isaac (San Bernardino, Cal.), another Volunteer, and I had arrived Aug. 29, 1962, in Pleebo, a town of about 4000 people which lies 20 miles inland and a few miles from the Ivory Coast frontier. We saw the school for the first time the next morning. Several students had arrived before us and were engaged in "getting the school ready for classes." This consisted chiefly of chasing out some cows, who found the building excellent for sleeping, and trying to sweep the floor, a job which amounted mostly to rearranging the dirt.

Soon after we arrived, more students began to trickle in, carrying boxes, chairs, and blackboards on their heads. Since there was no way of closing the building, we later learned, all school furniture had to be carried to school each morning and taken home at the end of the day. When everyone had assembled, we held a brief meeting, and the students were dismissed for the day.

When they had gone, the principal showed us around the school. He told us construction on the building had begun eight years earlier but had stopped after a few months. What little there was had been built well. The walls and foundations appeared strong and the roof secure, but that was the extent of the building. Large, square openings had been left in the walls where windows should go. There were frames in the doorways, but no doors. The unpainted concrete walls were covered with scribblings.

On the advice of a teacher, we began holding our classes outside under the rubber trees. Weeks passed. Then months. The principal and the teachers obviously wanted to finish the school. But how?

Amos and I spent many evenings discussing the problem.

"First, we could do. . . ."

"No, we're not here to do; we're here to *help* do. *They* must do it—our job is to assist."

The problem was discussed in faculty meetings. The group decided that the people of Pleebo should be asked to help complete the school. After the district commissioner and township commissioner had been informed of our plan, we held a town meeting at the school to explain the situation. A board of directors was elected; Amos and I were to act as nonvoting advisers.

U.S. School Contributes

Several masons and carpenters from around Pleebo met, studied the school, proposed how it could be finished and at what cost. Interest began to grow. Dances, queen contests, and carnivals were held to raise money. Individual contributions were solicited. A school in Redlands, Cal., where Amos had taught before joining the Peace Corps, held a drive to raise money. This was the only donation that came from outside Pleebo.

Reaching our goal of $750 had seemed impossible at first but slowly the dollars, quarters, even pennies began to mount up.

As the school vacation drew closer, we began making construction plans. The students were asked to help—boys with

Volunteer Dave Swanston, who writes above, cuts a plank for the library of Pleebo school with the assistance of students.

In school vacation, John Mitchell (Decatur, Ala.) and students pour cement for school floors; windows are cement blocks.

the building and girls with cooking CARE food for the workmen. Many local craftsmen agreed to donate time. The board wrote the Peace Corps office in Monrovia and obtained five additional Volunteers who were willing to work in Pleebo as a vacation project. The Firestone rubber plantation that surrounds Pleebo donated the use of a dump truck for transporting sand from Harper City, 18 miles away.

As soon as the vacation started, construction began. Students, local masons and carpenters, the principal and teachers, and six Peace Corps Volunteers began putting in windows, hanging doors, pouring floors, and painting walls and woodwork. The seventh Volunteer and some girls from the school cooked one meal a day for the workmen.

Heavy rains came and washed away our precious sand. Thumbs were pounded by inexperienced carpenters. Nerves sometimes frayed, and tempers occasionally flared. Yet these and many other misadventures were buried beneath the enthusiasm for the job. It wasn't all work. There were noisy times of singing contests between the carpenters and masons as they worked, raucous times of water fights and wrestling matches during lunch, and quiet times of talk when the day's work had ended.

By mid-August, the windows were in, the doors hung, the floors finished, and the building painted. The project was over. It was time to go back to school.

At the dedication of the building, a speaker quoted Winston Churchill: "This is not the end. This is not even the beginning of the end. This is just the end of the beginning." Indeed it was.

Pleebo Government School now has a library, stage, science room, CARE kitchen, outhouse, and power generator—all financed and installed through efforts like those we applied in our first project.

A Dance Leads to Bush

Leon Weintraub grew up in the Bronx and Brooklyn. He attended Hunter College in New York and studied English and drama at Brooklyn College from 1960 to 1963. He was a member of the campus theater group and took part in summer stock in North Carolina as assistant to a scenic designer.

By Leon Weintraub

I was one of about 20 in the first group of Liberia Volunteers to be assigned to Monrovia. Like a few others, I was disappointed. How on earth could I ever live up to what friends and family were thinking of me? How could I ever live up to the image? How could I function successfully unless I lived in a mud-and-stick house with hot-and-cold running cockroaches? How could I be a successful Volunteer unless I was in the bush?

Alas, there I was. I recalled that sometime in my training I had given my word that I would serve wherever the Peace Corps thought I was needed most. The Peace Corps had decided that Monrovia Government Junior High School No. 3 was where I would be most valuable. I was a little hesitant about teaching junior-high arithmetic after majoring in English and literature, but my mastery of the subject was complete.

One evening in Monrovia I discovered that the bush of Liberia can be found in the capital. It was about 7:30 p.m. on a Friday when I first heard the drums, not far from my apartment. Eagerly I responded: here was my chance to discover real African culture.

At first the crowd was too thick for me to see the music-makers. Thinking that strangers might not be welcome, I walked past. When I returned in a few minutes, the crowd had grown much larger, so I assumed that anyone was free to watch the proceedings. Singing, drumming, and dancing were taking place in front of a house in one of the city's less developed areas.

I watched the party for about an hour, noticing that one man, of the many in tribal gowns, had indisputable authority. When he spoke, everyone listened. I understood not a word of his dialect.

Gradually, as some of the spectators grew tired of the show and drifted away, I moved forward until at last I was in the front row, not three feet from the dancers. As the only white face in the crowd, I was now giving the performers some competition for the attention of the audience. Before long, everyone was aware of my presence. Then one of the dancers came to me and said, "Would you like to dance with us?" Little did he know that that was just what I had been waiting for.

I told him that I didn't know the steps, but he said that he and the others would teach me. So around and around we went, arm in arm, all the spectators and I having a wonderful time. Men smiled approvingly and women giggled endlessly at this strange white man in their midst. After dancing (I use this term loosely) for a while, we were stopped by the voice of the man of authority.

He spoke for a minute or two to the crowd, and then we started dancing again. Another few minutes and he stopped us again, this time for a five-minute speech which someone translated for my benefit. What I heard was a great and wonderful surprise.

The leader turned out to be Woto Mongrue, paramount chief of the Gbeleh-geh chiefdom of the Gio tribe. Here was a

Eddy Archer (New York City) and Swanston labor on windows and doors; beyond the school stands a forest of rubber trees.

Completed at last, Pleebo school presents a modern profile; library, stage, science room, kitchen, have since been added.

real, live chief, and I—Monrovia-based Weintraub—was dancing at his party. The festivities were in honor of the chief's visit from his village of Kahnple, more than 200 miles away.

Before I had time to recover from the first surprise, I had another. One of the chief's aides had slipped behind me, and before I had a chance to react, he put on me a gown of the Gio tribe. The gowning was followed by another dance during which everyone watched open-mouthed while the chief and I performed alone in the circle.

The chief indicated that he was honored to have me at his party and invited me to visit Kahnple. I accepted, not knowing where in the world it was. As it happened, about a month later I did pay a visit to the chief, travelling to Kahnple with a friend who had been there often.

After a few more visits, I decided that I had to move to Kahnple. The Peace Corps staff was not so eager as I was, but it did work out so that I spent my second year, at least, being a Volunteer out in the bush.

'We Can Walk Today'

"Now let me go over it again. Henry, you're going to find out about that standpipe at the Lisco Warehouse. Samuel, you'll disconnect those five houses in Sinkor, and David, you'll replace the meter at the USAID house on Payne Ave., O.K.? Where did the driver go?"

"He left with the comptroller."

"Well, we must have a driver."

"I can drive."

"O.K., David, here are the keys. I'll see you about 3 o'clock."

"But . . . David can't drive."

"Why not?"

"He doesn't have a license."

"I meant that I would use my driver."

"Does *he* have a license?"

"Yes, here it is."

"Trev, this looks like a receipt and not a license."

"It's O.K.; the receipt can be used in lieu of a license. But there's still one problem."

"What?"

"He's not on our payroll."

"Well, who the heck are we going to get to drive today?"

"Koffie's truck won't start, so he is available."

"Great, now let's get on the road."

"But we can't take our vehicle."

"Why not?"

"The 1964 plates are required today, and we still have the '63 tags on it."

"Well, we walked before we got the vehicle, so I guess we can walk today."

□ □ □

So ended a minor but typical crisis in the daily job of a public-administration Volunteer in Liberia. This situation occurred at the Public Utilities Authority, where Volunteers Leon Gilles (Elgin, Ill.), James Kaval (Cleveland, O.), and Trevis Markle (Lansing, Mich.) are assigned.

Working with a special agency of the Liberian government, the Peace Corps agreed to the idea of installing Volunteers in middle- and low-level management positions within the government. Some 40 of the Volunteers who arrived here last September were the pioneer Peace Corps people to work in public administration.

The agency for which these three Volunteers work, the Public Utilities Authority, is responsible for supplying water and power to Monrovia and its environs, encompassing some 80,000 persons. Although organizationally similar to many public utilities in the U.S., the authority has many administrative problems peculiar to the still developing countries. The situation related above is but one example.

The work of the Volunteers spans all divisions of the authority. Gilles, who holds an M.B.A. from Stanford and a B.S. in industrial engineering from Northwestern, co-ordinates the training program designed to upgrade the skills of the Liberian staff. Eventually nearly the whole staff of 400 in the authority will have participated in one of Gilles's courses. At present they include Use of Hand Tools, Basic Diesel Mechanics, Water-Meter Repair, and Pump-Operating Procedures. Instructors are the authority's supervisors. This program is the first of its kind undertaken in Liberia.

Kaval, a Stanford M.B.A. who holds a B.S. in chemical engineering from Notre Dame, and Trevis Markle whose background is in economics—B.A. from Michigan State University plus graduate study at Wisconsin—work closely with the financial administration of the Division of Water and Sewer.

Kaval has worked in the billing and the collection of water revenues, a job which includes contact with the billing and ledger sections, the disconnection and meter-replacement gangs, and the Customer Relations Bureau. He also has undertaken a job evaluation of authority employees to try to establish an equitable pay scale.

Markle has worked on the authority's systems and procedures. He has set up the Customer Relations Bureau, the inter-office communications network, and customer information records.

Besides their formal duties, these three Volunteers have worked at a wide variety of other tasks. Gilles, for example, while constructing a classroom for his courses, was called upon to build offices for the Water Division field staff. Kaval has acquired a Sherlock Holmes reputation as a "tracer of lost water lines and non-paying customers." Markle, in expediting the importation of authority materials, has learned to drive the path between the Bureau of General Supplies, the Treasury, Customs, and the freeport blindfolded.

Besides helping their Liberian co-workers, the three have educated 10 Volunteer teachers as to what a full working day really is by enlisting them in a mapping and records-management project during school vacation.

Presiding over weekly meeting of Liberian Jazz Club, which meets in the Monrovia library of the U.S. Information Service, is Mike Duberstein (Bethesda, Md.), a public-administration Volunteer assigned to the Liberian Bureau of Customs.

Popcorn Wins the Day

William Hess (Bakersfield, Cal.) attended Bakersfield College and Fresno State College, majoring in education. A year after his 1962 arrival in Liberia, he married Volunteer Jo-Ann Kachigian (So. Milwaukee, Wis.). Together they are teaching in a rural school in Zinnah Town, 70 miles from Monrovia.

By William Hess

On many occasions we have shared food and meals with our neighbors, but perhaps the time that all of us will remember for a long, long time is when Zinnah Town discovered popcorn.

One afternoon my wife, Jo-Ann, was entertaining Caupoo, sister of Chief Zinnah, and washing dishes at the same time. Caupoo couldn't help noticing the canned goods on the shelves. We had just returned from a shopping trip to Monrovia and, consequently, the shelves were still very full. Among the cans stood a bright red can of popcorn and naturally, it attracted her attention. Immediately, she wanted to know if its contents were edible. We shook the can, pointed to the picture on it, showed her the unpopped kernels—but that drew a complete blank. We definitely had to be more graphic and what better thing could we do than pop it. Was she delighted with what she saw, felt, and tasted! She was so surprised at what she saw that she wanted to see it happen again. Well, all right. We did it again. As a matter of fact, we did it two more times, and that was enough.

The next thing we knew, she was passing through the kitchen door and on her way out of the house. We followed. Our parade was halted at the first hut. Many words were spoken; Caupoo had been shouting since she had left our house and it was quite evident that what she'd said had gained the attention of the neighbors. People awakened from their siestas came to see what it was all about. All who turned out made short work of the popcorn.

With a little coaxing we convinced Caupoo she could cook the new wonder over her open fire. First we explained that it was necessary to cover the pot or the popcorn would fall on the ground and become unfit to eat. She smiled knowingly and went about her work in her own manner. She poured the remaining kernels in the pot and placed it over the fire. Soon the corn began to pop, and, because she had failed to cover the pot, the kernels popped into the air and onto the ground. Small children darted here and there, and that was all that was needed to make the chaos even more chaotic.

Volunteer Jo-Ann Hess (So. Milwaukee, Wis.) poses with Caupoo, sister of Chief of Zinnah Town, where Hesses teach.

Volunteers Around the World

OVERSEAS

Afghanistan	62
Bolivia	135
Brazil	208
British Honduras	23
Cameroon	88
Chile	112
Colombia	562
Costa Rica	64
Dominican Republic	151
Ecuador	251
El Salvador	46
Ethiopia	404
Gabon	71
Ghana	137
Guatemala	106
Guinea	52
Honduras	50
India	192
Ivory Coast	54
Indonesia	31
Iran	59
Jamaica	60
Liberia	272
Malawi	97
Malaysia	352
Morocco	102
Nepal	144
Niger	12
Nigeria	511
Pakistan	233
Panama	75
Peru	350
Philippines	288
St. Lucia	17
Senegal	64
Sierra Leone	160
Tanganyika	95
Thailand	256
Togo	33
Tunisia	59
Turkey	136
Uruguay	18
Venezuela	106

TRAINING

Brazil	94
Central America	9
Chile	53
Colombia	156
Dominican Republic	35
Ecuador	58
Ghana	67
India	38
Iran	94
Jamaica	3
Nepal	1
Panama	1
Philippines	69
Sierra Leone	88
Tanganyika	31
Togo	28
Turkey	60
Venezuela	13
TOTAL IN TRAINING	**898**
TOTAL OVERSEAS	**6297**
GRAND TOTAL	**7195**

Volunteers who have completed service: 1431.

Figures as of June 15, 1964

Industrious Cameroonians Caught in Old-New Conflict

Babette André, who grew up in Hawaii, attended the University of Hawaii for two years and then transferred to the University of California at Berkeley. Majoring in political science, she graduated with a B.A. in June, 1963. She is now teaching English at the Collège d'Enseignement Général in Bafoussam, East Cameroon.

By Babette André

Most Cameroonians say that the Bamiléké, who live in the western part of East Cameroon, are the most industrious of the tribal groupings in Cameroon. Anthropologists call them semi-Bantu. They are known as the workers, the entrepreneurs, and the merchants throughout the country, especially in the developed centers of the south.

Most of the Bamiléké are located in East Cameroon, but they have spilled over the border, knowing nothing of artificial boundaries. For this reason, the unification of the two Cameroons has meant more for them than for many other tribal groupings. They have brothers in West Cameroon who were separated from them by the arbitrary lines drawn by the colonial powers and the League of Nations after World War I. Some speak English; most of them speak French; but they are all Bamiléké.

Within a relatively small region, one finds a very dense population of Bamiléké, homogeneous but fractionalized by a diversity of dialects. Overpopulation of the Bamiléké area has resulted in increasing interaction and conflict among the formerly isolated villages. They have had to expand from their region in search of more space and in search of wider markets, the commercial aspects of which have caused a certain amount of antagonism from other tribes in the country Because they are industrious and because they are enterprising, the Bamiléké are resented.

Their land is very intensely cultivated, mostly by women. The rich volcanic soil of the area provides a wide variety of good crops—fruits, starchy roots, vegetables of every sort. They raise sheep, goats, pigs, and chickens for meat. It is a prosperous area, all the more productive because of the traditional spirit of the Bamiléké.

A young Bamiléké finds himself caught in the same squeeze that Africans all over the continent are feeling—the conflict between the traditional and modern. Which does he choose, or must he choose at all? Is there a synthesis of the two which will prevent the alienation and anomie so common in urban centers?

He sees all the material things of the modern world and naturally wants to partake. But this means giving up much of the traditional that he has known. It means a new orientation, a new education. The young Bamiléké has a heritage of production and work, but only recently has he been exposed to an economy based on money, with its evils and its advantages. He is taken from the fields and abruptly thrown into the commercial world. If he succeeds, very well; but if he does not, he is caught. He will drift, never being able to go back to the fields and his traditions.

As Robert Ruark has so aptly put it: "When you try to change or take from people their way of life and try to educate them away from their customs, you must replace it with something of value. What have we to offer as something of value? We educate, we introduce technology, but we also destroy what has been."

The young Bamiléké is intelligent; he thinks of his extended family, his ancestors, his colonial past and, more recently, his country. He has rebelled. It was but a few short years ago that he participated in the terrorism against the government. It impinged on his traditional rights. He was defeated. But the government of his country realizes that it cannot rest with the ancient tribal jealousies. The Bamiléké is no longer just a member of his village; he is a part of the country, an integral part. He must help the country grow and prosper. He is now a part of a larger world.

Peace Corps Staff Aides Killed in Crash

Two members of the Peace Corps staff in Washington—one a former Volunteer and the other a Volunteer-to-be—were killed in an auto accident June 6 in Pennsylvania.

They were John McGinn, 26, who served two years as a teacher in Ghana, and Margaret Milmoe, 23, who was shortly to enter training for a project in Nigeria. Since his return from overseas in 1963, McGinn had been working in the Division of Recruiting. Miss Milmoe was a writer in the Office of Public Information.

John McGinn

The couple was driving from Washington to Miss Milmoe's home in Oneida, N.Y. Their car skidded on wet pavement and collided with a south-bound vehicle. The driver of the other auto and his wife, a Chicago couple, were also killed.

McGinn was a member of one of the first groups of Volunteers to go overseas. He taught English and literature at the Kadjebi Secondary School in the rural Trans-Volta region of Ghana.

Born in Marshfield, Wis., McGinn majored in English at the University of California in Berkeley, receiving a B.A. in 1959. In 1961 he was granted a master's degree in art history at Berkeley. While in school he worked as a reader and teaching assistant in the departments of art and speech, as a library page, and as a youth-guidance worker with the Berkeley Police Department. Following his Peace Corps service in Ghana, McGinn studied French for several months at the Alliance Française in Paris.

His parents are Dr. and Mrs. Edward J. McGinn of Alameda. He is also survived by a brother and four sisters.

Miss Milmoe joined the Peace Corps staff in June, 1963, after working for five months in Washington as personal assistant to Nancy Hanschman Dickerson, then a CBS news correspondent and now with NBC. Prior to that she served for several months in the capital as a public-information specialist with the Heart Disease Control Program of the Department of Health, Education, and Welfare.

Margaret Milmoe

After attending Skidmore College, Saratoga Springs, N.Y., from 1958 to 1960, Miss Milmoe transferred to Pennsylvania State University and was granted a bachelor's degree in journalism in 1962. In the summer of 1961 she went abroad under the auspices of the Experiment in International Living, staying eight weeks with a German family. She was born in Syracuse, N.Y., and was the daughter of Mr. and Mrs. Cornelius M. Milmoe of Oneida; a brother, of Oneida, also survives her.

A fund to supply books to the school where McGinn taught in Ghana has been established by a group of former Ghana Volunteers and staff members. Contributions may be sent in care of George Carter, Regional Director, Peace Corps, Washington, D. C. 20525.

Career Opportunities for Returning Volunteers

Opportunities for returning Volunteers are listed in a monthly bulletin prepared by the Peace Corps Volunteer Career Information Service, and sent regularly to Volunteers. Volunteers in their last year of service have been asked to return registration cards in order to receive individual assistance. Inquiries should be addressed to the Peace Corps Volunteer Career Information Service, Room 601, 1815 H St. N.W., Washington, D. C. 20006. Following is a selection from the current bulletin:

Government

Youth Opportunity Centers: The Department of Labor has announced a new program designed to help obtain employment for the estimated 1,200,000 young Americans between the ages of 16 and 21 who are out of school and out of work. The nationwide network of Youth Opportunity Centers will need 2,000 Youth-advisers and counselor-aides. Peace Corps Volunteers are particularly desired for these positions. Counselor-aides will be selected from among applicants with college degrees in social work, sociology, education, social science, psychology, counseling and guidance, and related fields, or from among those who have work experience in counseling or employment services. Youth-advisers will be selected from among applicants who may not have college training but who have strong personal qualifications.

Both youth-advisers and counselor-aides will be trained from 8 to 10 weeks on college campuses. This training will emphasize the economics of the labor market, the culture of poverty, public employment service operations, counseling of disadvantaged youth, job development, and placement techniques. During this period, trainees will receive subsistence, transportation, tuition and supplies, plus compensation for work done as part of the on-the-job training program. Final selection for Youth Opportunity Centers will be made at the end of the training program.

Persons selected for Youth Opportunity Centers will be employed by the several states cooperating in this program. In some cases, eligibility for employment may be restricted to residents of the state. Salaries will range from $4200 to $7500 with opportunity for advancement over a period of time. Volunteers interested in being considered for positions in Youth Opportunity Centers should write for an application to the Youth Opportunity Centers Application Office, U.S. Department of Labor, Washington, D. C. 20210.

The U.S. Office of Education is interested in hiring returning Volunteers to work in the areas of research and statistics, disadvantaged children, vocational and technical education, manpower development, international education, and higher education facilities. Write to the Personnel Management Branch, Office of Education, 400 Maryland Ave. S.W., Washington, D. C. 20202.

The Bureau of Indian Affairs has positions available for social workers to work in family service and child welfare programs, for engineers (general, maintenance, sanitary, highway, and agricultural), and for foresters. Social workers must have a degree from an accredited school of social work; engineers are required to have a B.S. degree and work experience; foresters should have at least 24 hours of course work in forestry or related subjects. Address inquiries to Mrs. Evelyn Adams, Staff Placement Office, Bureau of Indian Affairs, Room 4019, 1800 E St. N.W., Washington, D. C.

The Port of New York Authority, a bi-state agency of the states of New York and New Jersey, is interested in receiving applications from returning Volunteers for positions as accountants, electrical engineers, librarians, management analysts and computer programmers. These vacancies occur throughout the year so that at any given time, a variety of openings may be available. Write Julian M. Kien, Supervisor, Recruitment and Placement, Port of New York Authority, 111 Eighth Ave., New York, N. Y. 10011.

Education

Harpur College of the State University of New York has established five special graduate assistantships for returning Volunteers for graduate work in any field of study for the 1965-66 academic year. Each assistantship provides a stipend of $2000-$3250 and remission of tuition. Recipients will assist in classroom and/or laboratory teaching, or research under faculty supervision. Further information and applications may be obtained from the Associate Dean for Graduate Studies, Harpur College, Binghamton, N. Y. The application deadline is Mar. 15, 1965. In addition to these special assistantships, preferential consideration will be given Volunteers who apply for graduate study and financial aid in the departments of anthropology, political science, and sociology. Information about these programs may be obtained from department chairmen.

The University of Maryland has set aside two scholarships for qualified returning Volunteers valued at $2120 for its special program in social work education entitled "Community Organization and Neighborhood Development." The awards are available for the 1964-65 academic year. They will also give preference to qualified Volunteers for scholarships in child welfare and psychiatric social work. Interested Volunteers should write immediately to Dean Verl S. Lewis, University of Maryland School of Social Work, 721 W. Redwood St., Baltimore 1, Md.

Federal Agencies Seek Volunteers

President Johnson has announced his special interest in recruiting returning Peace Corps Volunteers for Federal employment. The Career Information Service anticipates requests from Federal agencies interested in hiring former Volunteers, and a program has been developed in co-operation with the Civil Service Commission whereby CIS will forward Volunteer résumés to them for circulation among government agencies. If an agency is interested in a Volunteer, he will be asked to submit a standard application for Federal service, Form 57.

Volunteers completing service in 1964 who are interested in Federal employment should take the following steps:

- All Volunteers (with the exception of engineers, nurses, accountants, social workers, and other specialists) should take the Federal Service Entrance Examination. Check with Representatives for date and place.
- File a registration card with the Career Information Service. Cards may be obtained from Representatives or directly from CIS.
- Complete and submit the form attached at the end of the May, 1964, Career Opportunities bulletin.

Volunteers who are interested in Federal employment may obtain a copy of a special Government report prepared by the Career Information Service, which outlines basic Civil Service procedures as well as general opportunities with a number of Government agencies.

Teaching

The American School, Bamako, Mali (West Africa) is seeking an ex-Volunteer interested in teaching elementary school in Bamako. The school consists of approximately 12 American children who are dependents of service personnel. A single person who is a certified teacher is preferred. A knowledge of French is required. Interested Volunteers should send biographical data to the American School, American Embassy, Bamako, Mali, West Africa.

Chula Vista City School District, an elementary-school district in Southern California, is interested in receiving teaching applications from returning Volunteers. The district hires from 40 to 50 new teachers each year. For information about openings, write Clifford B. Johnson, Personnel Assistant, Chula Vista City School District, 84 East J St., P. O. Box 907, Chula Vista, Cal.

Bureau of Indian Affairs is interested in returning Peace Corps Volunteers for teaching positions in Indian reservations. Most positions open are at the elementary level, but some secondary teaching positions are available. Qualifications include 24 hours of education courses for elementary positions and 18 hours of education courses plus 24 hours in a major field for secondary teachers. Appointments are made at either GS-5 ($4690) or GS-7 ($5795), depending on experience and graduate training. Address inquiries to Mrs. Evelyn Adams, Staff Placement Office, Bureau of Indian Affairs, Room 4019, 1800 E St. N.W., Washington, D. C.

Other

Community Progress, Inc., of New Haven, Conn., is launching a new demonstration project this summer to be continued for several years. Under the sponsorship of the President's Joint Task Force on Health, Education, Welfare Services, and Housing, Community Progress, Inc., has the following opportunities requiring professional training and/or experience: social workers (M.S.W. degree required), social case-work supervisors (M.S.W. and experience), home economist, day care center supervisor (early-childhood education and experience required), social-work aides (college degree), and vocational rehabilitation counselor (professional experience required). Write Max Doverman, Consultant on Youth Services, Community Progress, Inc., 270 Orange St., New Haven, Conn.

Project Opportunity is a unique program involving co-operation among a group of Southern white and Negro colleges, the College Entrance Examination Board, and the Southern Association of Colleges and Schools, to improve educational opportunities of the culturally deprived in the region. Operating under foundation grants, it requires 10 persons to work in guidance capacities in 10 pilot schools, identifying talented youngsters, encouraging them to complete their secondary school program, raising their educational aspirations, and placing them in Southern institutions of higher learning participating in the project.

Project Opportunity is encouraging applications for these demanding positions not only from certified guidance counselors but also from returning Peace Corps Volunteers who may lack some of the professional qualifications but are willing to make up professional deficiencies as they become involved in the program. Applicants for these positions must have at least a bachelor's degree. Salary will be based on educational background and previous experience, with a maximum of $8000 per year. Write to Dr. Donald C. Agnew, Director, Education Improvement Project, Southern Association of Colleges and Schools, 795 Peachtree St. N.E., Atlanta 8, Ga.

Scholastic Magazines Inc. is particularly interested in returning Volunteers with a combined teaching and writing background, especially those with social-studies writing experience. There are also artist jobs available. Currently, the magazine has several writer-in-training positions open; these positions would be available to Peace Corps Volunteers with little or no job experience between college and the Peace Corps. They include trainee positions in the elementary, physical science, social science and practical English divisions. For further information write Mrs. Louella J. Hilty, Assistant Personnel Director, Scholastic Magazines, Inc., 50 West 44th St., New York, N. Y.

Letters to The Volunteer

Reader Takes Exception To Article by Staff Wife

The following letter is in response to a two-part article that appeared in the May and June issues of **The Volunteer**, "My Sun-Drenched Dream," written by Margaret Monroe, wife of Robert Monroe, Peace Corps staff physician in Ecuador.

Dear Sir:

I was pleased to see printed in your May issue for the first time an article that could be considered controversial. Controversial to the extent of the generalization "most Volunteers are an ill-bred lot." Although the author states that "generalizing about Volunteers is practically impossible" she has risen to the occasion and managed to do it. Generally, generalizations do not appeal to me—this one I take actual offense to.

Unless Sargent Shriver placed every ill-bred Volunteer in Ecuador, it is entirely possible that the author's unrealistic picture of a tour with the Peace Corps as a protracted vacation in a "warm gold-washed country of sunshine and singing" has been a deciding factor in the formulation of this generalization.

I also find it difficult to accept that in one paragraph they are referred to as "ill-bred" and in the one immediately following as "personable and likable." One statement would seem to deny the other.

The author's account of her first few months in the Peace Corps were indeed harrowing and her transfer most upsetting, but if she had taken a few moments of time from her purchasing and her dissatisfaction with the transfer to reflect on what the role of a staff wife in an underdeveloped country really is, there would be no reason to consider the Volunteers as intruders who "invade the family privacy and disturb domestic routine." It is part of the job, and frankly a very rewarding one.

Having been a staff wife for the last eight months in Liberia (a country where almost 300 Volunteers are stationed), I would like to state that of the 150 or so Volunteers that I have entertained in my home, I have found them all to be very gracious guests, and when entertaining me in their homes, fine hosts and hostesses.

Male Volunteers have baked apple pies for us; they have made raisin bread for my children who adore it; and one ingenious Volunteer recently produced homemade sour cream for us. I receive very few engraved thank-you notes, but I attribute this to the fact that a mailing system is just being devised in Liberia. It is not the fault of the Volunteers.

Sincerely,
RITA SCHIFF

Monrovia, Liberia

Rita Schiff is the wife of Arthur Schiff, Associate Peace Corps Representative in Liberia. The Schiffs, from Scarsdale, N.Y., have been in Liberia since October, 1961; they have two daughters, 6 and 8.

□ □ □

A Volunteer forester in Brazil has also responded to Mrs. Monroe's article, in the form of a letter to the writer.

Dear Mrs. Monroe:

I just spent a delightful few moments reading Part I of your "Sun-Drenched Dream." Your lively account of all those unenviable experiences struck many chords in my memory of one year as a Peace Corps Volunteer: the language, the delays, the diarrhea. Of special interest to me, though, were those kinds of experiences that we both have known, but from a different point of view: the interrelationships of Volunteers with staff and families.

Through your words on Volunteer manners I have come to recognize what may be a common problem of Volunteers. I, at least, have not regarded hospitality shown to me by members of the staff and their families as being of the usual private nature. Peace Corps and personal life are so thoroughly blended that the staffs' kindnesses always seemed more like part of their jobs rather than as something strictly personal.

Now, thanks to your help, I know that I should not consider them so. Your article has been for me a little lesson in etiquette and attitude. If many Volunteers besides me learned something from your comments, then you are undoubtedly established as the Emily Post of the Peace Corps. Congratulations and thanks!

With best regards,
PHIL BRANCH

ENF, Caixa Postal 2959
Curitiba, Paraná, Brazil

Branch, from Orinda, Cal., has been at his assignment since June, 1963; he is a January, 1963, graduate of the University of California in Berkeley, holding a B.S. in forestry.

Volunteers in Peru Aid Making of Film On Savings, Credit

Volunteers working in a Peru program to establish regional savings-and-loan associations have assisted in the making of a film designed to promote savings and the concept of long-term credit in the country.

The film, "A Home for Today," was financed by El Banco de la Vivienda de Peru and by the U.S. Agency for International Development. Eighteen minutes in length, it will be shown in theaters throughout Peru.

Twenty-one Volunteers—sixteen men and five women—are working in Peru on the savings-and-loan program. The project began in May, 1963, after El Banco de la Vivienda, which corresponds to the Home Loan Bank in the U.S., requested Peace Corps assistance in the development of branch and regional savings-and-loan associations. Two Volunteers have been assigned to each regional association, one as a teller-appraiser, and one as a community-relations worker.

The tradition of low-cost credit for home construction, and of wide-spread home ownership in lower and lower-middle income groups, has been unknown in Peru; interest rates have been high and credit terms restrictive, so that in the past, homes had to be paid for before construction began. The savings-and-loan program was aimed at fostering lower interest rates and long-term mortgages in order to change the pattern of home construction and transform the slums encircling major cities into habitable areas.

CHANGE OF ADDRESS

Name .....

Address .....

City, State, Zip Code .....

Effective date .....

Please send in together with mailing label at right.

PEACE CORPS
WASHINGTON, D.C. 20525

OFFICIAL BUSINESS

POSTAGE AND FEES PAID